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ABSTRACT

An inventory of teaching styles and strategies developed by foreign language teachers is presented as a method to aid in self-analysis, the identification of teachers' beliefs on language teaching, and the discovery of the assumptions that teachers make on how students learn. Teaching styles are defined as habitual, consistent patterns of preferred strategies used by teachers in promoting learning. The inventory covers strategies used in teaching pronunciation, grammar, vocabulary, reading, writing, culture and speaking. The frequency of teaching behaviors and strategies, based on a five-point scale, is assessed by the respondent. The inventory contains 13 items covering pronunciation, 16 items covering grammar, 13 items covering vocabulary, 21 items covering reading, 39 items covering speaking, 30 items covering writing, and 18 items covering culture. (SW)

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PRACTICAL IDEAS FOR FL TEACHING

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Teachers' Interviews

INVENTORY ON TEACHING STYLES: A SELF-PROFILE FOR SELF-ANALYSIS

Anthony Papalia, SUNY at Buffalo

"I want something that's really me!" blurted the young person as she sat in front of the mirror at her beauty salon. "Give me a hairstyle that's 'IN' but at the same time one that I can manage without too much fuss. I want it to make me look terrific!"

Christine Pifer

Is it possible for teachers to order teaching styles for themselves as easy as hairstyles and be in the classroom someone's carbon copy?

Edwin J. Swineford, in a study of "artistic teachers," suggested that an individual's predominant teaching style usually has evolved by the fourth or fifth year of teaching. He indicated that first year teachers rely heavily upon their student-teaching experience. They seem to model their cooperative teachers and even those teachers they had in high school and college. In the third year of field experience teachers adopted new techniques and strategies employing them to meet the needs of students. Their personalities seemed to come to life.

Eighteen language teachers with more than three years of experience were interested in identifying their teaching behaviors that they consistently used in their classrooms. They participated in a study attempting to find an answer to this question: What are my preferred instructional strategies that I consistently use in my foreign-language classes? With this objective in mind, they assisted in formulating an inventory of teaching styles and strategies which is by no means exhaustive, but a beginning for (1) promoting self-analysis, (2) identifying teachers' beliefs on language teaching and (3) discovering the assumptions they make on how students learn. Teaching styles were defined as habitual, consistent patterns of preferred strategies used by teachers in promoting learning. What strategies do you tend to use in teaching pronunciation, grammar, vocabulary, reading, writing, culture and speaking? Assess the frequency of your teaching behaviors and strategies by circling the number which best describes it.

PRONUNCIATION

- | | Never | Rarely | Occasionally | Often | Very Often |
|--|-------|--------|--------------|-------|------------|
| 1. I present a visual stimulus with students repeating the corresponding word after the teacher. | 1 | 2 | 3 | 4 | 5 |
| 2. I use choral repetition of sounds. | 1 | 2 | 3 | 4 | 5 |
| 3. I have students repeat after me the lines of a conversation. | 1 | 2 | 3 | 4 | 5 |
| 4. I teach the alphabet. | 1 | 2 | 3 | 4 | 5 |
| 5. I have students listen to recordings and repeat after them. | 1 | 2 | 3 | 4 | 5 |
| 6. I diagram the formation of sounds on the blackboard. | 1 | 2 | 3 | 4 | 5 |
| 7. I use minimal pairs to contrast sounds. | 1 | 2 | 3 | 4 | 5 |

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- | | Never | Rarely | Occasionally | Often | Very Often |
|---|-------|--------|--------------|-------|------------|
| 8. I use tongue twisters. | 1 | 2 | 3 | 4 | 5 |
| 9. I have students repeat certain sounds individually. | 1 | 2 | 3 | 4 | 5 |
| 10. I use a phonetic alphabet. | 1 | 2 | 3 | 4 | 5 |
| 11. I use backward buildup. | 1 | 2 | 3 | 4 | 5 |
| 12. I use drawings to show where and how sounds are produced. | 1 | 2 | 3 | 4 | 5 |
| 13. I have students record items and compare the pronunciation with that of a native. | 1 | 2 | 3 | 4 | 5 |

GRAMMAR

- | | | | | | |
|--|---|---|---|---|---|
| 1. I use programs of instruction to teach certain grammatical rules. | 1 | 2 | 3 | 4 | 5 |
| 2. I use large group explanation of grammatical rules. | 1 | 2 | 3 | 4 | 5 |
| 3. I use peer teaching with students practicing grammatical rules. | 1 | 2 | 3 | 4 | 5 |
| 4. I use small group explanation of grammar rules. | 1 | 2 | 3 | 4 | 5 |
| 5. I teach grammar through readings by discussing and discovering grammatical principles used in the selection. | 1 | 2 | 3 | 4 | 5 |
| 6. I use scrambled sentences. | 1 | 2 | 3 | 4 | 5 |
| 7. I use a scrambled paragraph. | 1 | 2 | 3 | 4 | 5 |
| 8. I have students fill in dialogue lines. | 1 | 2 | 3 | 4 | 5 |
| 9. I use pattern drills. | 1 | 2 | 3 | 4 | 5 |
| 10. I use visuals (i.e. person, number correspondence). | 1 | 2 | 3 | 4 | 5 |
| 11. I use color coding to identify grammatical affixes and parts of speech. | 1 | 2 | 3 | 4 | 5 |
| 12. I assign exercises and written drills and correct them on the board. | 1 | 2 | 3 | 4 | 5 |
| 13. I have students combine sentences by giving each student a joiner and asking them to make appropriate changes. | 1 | 2 | 3 | 4 | 5 |
| 14. I have students generalize after the presentation of mechanical and meaningful drills. | 1 | 2 | 3 | 4 | 5 |
| 15. I present rules and have students give examples from what they already know. | 1 | 2 | 3 | 4 | 5 |

16. I have students from upper levels explain certain grammatical concepts they have already mastered to beginners.

Never	Rarely	Occasionally	Often	Very Often
1	2	3	4	5

VOCABULARY

- I use ditto sheets with lists of words.
- I have students listen to tapes to repeat words.
- I pair students to practice words with their peers and to teach each other to learn them.
- I use small group work for students to practice vocabulary in a meaningful way.
- I use flashcards and students repeat the corresponding word after me.
- I use word search and crossword puzzles.
- I have students make vocabulary flashcards and work with a partner to learn them.
- I use spelling bees.
- I bring actual items to class and students learn their words.
- I play games which involve the use of vocabulary learned (i.e. oral association games).
- I present unfamiliar vocabulary items in context and ask students to "guess" the meanings of the words using "context clues."
- During an in-class discussion, I have students try to define or explain the vocabulary items and explain their reasoning by indicating the context clues which helped them.
- I use transparencies of vocabulary items.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

READING

- I have students read cognates.
- I have students read "around" words, trying to guess and filling in meanings.
- I do true, false and multiple-choice questions based on readings.
- I use a Cloze technique and students attempt to give the word which is missing.
- I have students translate a familiar story.
- I have students identify main points of a selection.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

7. I use advertisements and students guess meaning of words.

Never Rarely Occasionally Often Very Often
1 2 3 4 5

8. I use comic books.

1 2 3 4 5

9. I give the students a list of questions to be read before reading the text to focus their attention on the main ideas in the text. Students read the text and then formulate the answers to the previously read questions.

1 2 3 4 5

10. I select reading selections from newspapers.

1 2 3 4 5

11. I teach students to read whole phrases rather than individual words.

1 2 3 4 5

12. I have students read a series of questions or provocative statements on a major public event, a common experience, or a subject of interest and controversy. Discussion follows the reading.

1 2 3 4 5

13. I have students look for specific information in reference books, such as a person's name and address in a foreign telephone book.

1 2 3 4 5

14. I have students rearrange a series of sentences into a logical paragraph.

1 2 3 4 5

15. After reading a short descriptive paragraph about something or someone, in which the name of the person or object is not revealed, I have students try to guess who or what is being talked about.

1 2 3 4 5

16. I have students read a story without the ending. They then try orally to make up an ending consistent with the story.

1 2 3 4 5

17. I have students read a passage and try to supply a suitable title.

1 2 3 4 5

18. I have students read a passage and then list three important facts, ideas, or events contained in it.

1 2 3 4 5

19. I have students read sentences printed on flashcards and answer questions.

1 2 3 4 5

20. I have students read a passage projected in a transparency. Each line is discussed for meaning.

1 2 3 4 5

21. I have students paraphrase a reading passage.

1 2 3 4 5

SPEAKING

	Never	Rarely	Occasionally	Often	Very Often
1. I have students repeating words or dialogue lines after me.	1	2	3	4	5
2. I have students describe pictures.	1	2	3	4	5
3. Students recite dialogue lines.	1	2	3	4	5
4. Students reply to questions.	1	2	3	4	5
5. I have students ask questions of each other.	1	2	3	4	5
6. Students interview a selected classmate and report information to the class.	1	2	3	4	5
7. Students sing carols and/or popular songs.	1	2	3	4	5
8. Student show an object and tell something about it.	1	2	3	4	5
9. Students listen to a story then they retell it.	1	2	3	4	5
10. Students act out various role-play situations.	1	2	3	4	5
11. Students describe an object and classmates guess its identity.	1	2	3	4	5
12. I have students play games which require oral communication.	1	2	3	4	5
13. I ask personalized questions related to students daily activities and routines.	1	2	3	4	5
14. I use small group work for conversational purposes.	1	2	3	4	5
15. I pair students to work on exercises requiring oral communication.	1	2	3	4	5
16. I place students in real-life simulations and they play different roles.	1	2	3	4	5
17. I have students react spontaneously to a situation.	1	2	3	4	5
18. Students complete open ended sentences and dialogues.	1	2	3	4	5
19. Students name their likes and dislikes.	1	2	3	4	5
20. Students tell how they feel about certain topics, situations or beliefs.	1	2	3	4	5
21. Students rank order and express their values.	1	2	3	4	5
22. Students name a word or words they associate with a pictorial or oral stimulus.	1	2	3	4	5

23. I have students produce and set out original dialogues.

Never Rarely Occasionally Often Very Often
1 2 3 4 5

24. I ask students to indicate their reactions to some controversial statements.

1 2 3 4 5

25. I have students compose advertisements.

1 2 3 4 5

26. I have students in simulated situations in which they:
- greet people

1 2 3 4 5

27. - seek information

1 2 3 4 5

28. - express regret

1 2 3 4 5

29. - give thanks

1 2 3 4 5

30. - express joy

1 2 3 4 5

31. - express curiosity

1 2 3 4 5

32. - get someone's attention

1 2 3 4 5

33. - are positive or negative about something or someone

1 2 3 4 5

34. - are concerned about something or someone

1 2 3 4 5

35. - pay a compliment

1 2 3 4 5

36. - ask a favor

1 2 3 4 5

37. - express their physical needs

1 2 3 4 5

38. - express anger

1 2 3 4 5

39. - express agreement or disagreement

1 2 3 4 5

WRITING

1. I have students copy dialogues as well as sentences.

1 2 3 4 5

2. I have students fill in blanks by copying model sentences in the book.

1 2 3 4 5

3. I have students put dialogue lines in order.

1 2 3 4 5

4. I have students write part of a dialogue relating to a magazine picture, and then pass the picture and dialogue to other students to add sentences.

1 2 3 4 5

Never Rarely Occasionally Often Very Often

1 2 3 4 5

1 2 3 4 5

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1 2 3 4 5

5. I correct sentences on the overhead or on the blackboard.
6. I have students complete a sentence with the appropriate word.
7. I have students look at the wall chart and fill in the words as I read the sentence.
8. I have students cooperate in small groups to write dialogues.
9. I have students rewrite a paragraph to change the tense or number of persons.
10. I have students write letters to request foreign materials and sample products.
11. I have students write letters to pen pals.
12. I have students write captions for pictures and cartoons.
13. I have students describe pictures in a photo album.
14. I have students summarize short stories.
15. I have students write answers to the written exercises which accompany each lesson.
16. I have students write answers to oral questions.
17. I have students write answers to directed questions and put them in paragraph form.
18. I have students put a series of words into a grammatically correct sentence e.g., *Hélène/être/fille/aîné*.
19. I have students completing words or sentences.
20. I have students translate passages.
21. I have students unscramble sentences.
22. I have students do crossword puzzles.
23. I have students change a narrative to a dialogue.
24. I have students develop a directed composition, in which students answer questions which are presented in the target language. By writing the answers, a "composition" is created.
25. I have students summarize stories that have been listened to or read.
26. I have students rewrite stories in dialogue form using different tenses, different persons, etc.

27. I have students make up stories by using provided word lists.

Never Rarely Occasionally Often Very Often
1 2 3 4 5

28. I have students write an ending to a story. Make up a story in class together; each student composes his own ending; then compare the different possible endings.

1 2 3 4 5

29. I have students write a foreign language newspaper (letters to the editor, sports stories, horoscope, poetry, interviews, "Dear Abby," editorials, short stories, puzzles, jokes, weather reports).

1 2 3 4 5

1 2 3 4 5

30. I have students write akita.

1 2 3 4 5

CULTURE

1. I use films as introduction to certain concepts followed by comparison/contrast with our own ways.

1 2 3 4 5

2. I have students visit ethnic sections of cities.

1 2 3 4 5

3. I have students make a collage on a cultural topic, e.g., family, food. Ask for description from the students and have them summarize the ideas that the pictures convey.

1 2 3 4 5

4. As each holiday occurs, I give information as to how that holiday is celebrated in the foreign country and in ethnic sections of certain American cities.

1 2 3 4 5

5. When introducing new vocabulary, I add cultural notes on them.

1 2 3 4 5

6. I use foreign newspapers printed abroad and in the United States in that foreign language.

1 2 3 4 5

7. I bring popular foreign magazines to class. Students are asked to look for similarities, and differences which will then be discussed.

1 2 3 4 5

8. I give students a dialogue presenting a certain cultural situation. With appropriate props or realia, I show similarities and differences.

1 2 3 4 5

9. Using a cookbook of the foreign culture, students select some recipes. I help them prepare a meal.

1 2 3 4 5

10. I discuss and compare proverbs and humorous akita.

1 2 3 4 5

11. Students may select one particular area of the country or state on which they will do research throughout the year.

1 2 3 4 5

12. I use cultural differences surveys.

13. I have students interview guest speakers or foreign students.

Never Rarely Occasionally Often Very Often
1 2 3 4 5

14. I use exhibits.

1 2 3 4 5

15. I have students compare and discuss menus from different regions and relate certain foods to the geographical setting.

1 2 3 4 5

16. I have students participate in writing cultural "essay, cooking and poster" contests.

1 2 3 4 5

17. I use cultural fairs.

1 2 3 4 5

18. I use appropriate cultural activities at Christmas time or during other holidays.

1 2 3 4 5

Map out your teaching styles and strategies by drawing a line connecting all your answers. Identify which behaviors and strategies you tend to use *very often* and *never* and ask yourself why. Your professional growth depends on it.

Keep in mind that *no one style or strategy is best suited for all students. No drug can cure all illnesses. Effective teaching styles accommodate students' learning styles so that students can comfortably "plug into" the style best suited to their individual ways of learning. The focus of the teaching act is the student within whom learning occurs. Therefore, teachers, students, materials must interact dynamically and teachers must use a variety of teaching styles and strategies in the classroom.*

1. Christine Pifer, "Teaching Styles," unpublished paper. SUNY at Buffalo.
2. Edwin J. Swineford in Ronald T. Hyman, ed., *Teaching: Vantage Points for Study*. New York: J.B. Lippincott Company, 1968, p. 382.

Survey of FL Teaching Funded

On 1 July 1978 ACTFL began work on a "National Survey of Foreign Language Teaching in Secondary Schools" with support from the U.S. Office of Education. The project will continue through December 1979. The specific objectives of the survey are:

- (1) To describe the supply and demand in the current and future market for foreign language teachers in secondary schools and to suggest what it implies for enrollment in teacher training programs.
- (2) To describe the present patterns of preservice preparation and inservice retraining for foreign language teachers and to judge their suitability for the current needs of secondary schools.
- (3) To describe professional load and related matters which affect foreign language teachers as they are now performing in secondary schools and to estimate what they imply for the future of the profession.
- (4) To offer suggestions to individual foreign language teachers as to how they can best accommodate to current and anticipated trends; to derive policy advice for colleges and universities as to preparation programs; to derive policy advice for local

school districts as to inservice training programs and improvement in professional load requirements and related matters; to derive policy advice for state education departments with respect to certification and related matters; and to derive policy advice for the U.S. Office of Education as to desirable Federal policy with respect to training and related matters.

Data will be collected from eight selected school districts in each of ten states and from approximately twenty teacher training institutions. Small, medium-size, and large school districts will be chosen in each state, and states included in the survey will be selected to insure inclusion of all regions of the country. Teacher training institutions will be chosen on the basis of the number of graduates in foreign language education, with representation of small, medium-size, and large numbers of graduates included.

Advising the project staff is a six-member Advisory Board representing local district foreign language supervisors, state foreign language supervisors, and teacher trainers. The results of the survey will be disseminated through a publication, and a national conference of professional leaders will be held to discuss the findings.